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REQUEST FOR PROPOSAL:

CULTURAL OUTREACH IN MINORITY COMMUNITIES

JANUARY 2007

Minnesota Governor's Council on Developmental Disabilities
 370 Centennial Office Building
 658 Cedar Street
 Saint Paul, Minnesota 55155
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REQUEST FOR PROPOSALS GUIDELINES

TABLE OF CONTENTS

	Page
PART 1 REQUEST FOR PROPOSAL SUMMARY	1
1.A: Authority and Purpose	1
1.B: Due Date	2
1.C: Questions	2
PART 2 PROPOSAL REQUIREMENTS	2
2.A: Who Can Apply	2
2.B: Project Length	2
2.C: Cultural Competence	3
2.D: Leadership Need	3
2.E: Purpose and Results	4
2.F: Program Components	4
2.G: Required Activities	5
2.H: Performance Measures	6
PART 3 PROPOSAL WRITING INSTRUCTIONS	7
3.A: Application Cover	7
3.B: Program Summary	7
3.C: Program Narrative	7
3.D: Performance Measures	9
3.E: Budget and Budget Justification	9
3.F: Letters of Support	11
PART 4 PROPOSAL REVIEW AND EVALUATION PROCESS	11
4.A: Grant Review Committee	11
4.B: Evaluation Criteria	11
PART 5 ADDITIONAL INFORMATION	13
5.A: Definitions from the Developmental Disabilities Assistance and Bill of Rights Act (DD Act)	13
5.B: Conflict of Interest Policy	14
5.C: Appeal Process	15
5.D: Reminder Checklist	16
5.E: Proposal Checklist	17
PART 6 REQUIRED FORMS	

	Application Cover	Attached
	Budget Form	Attached

Part 1: Request for Proposal Summary

TITLE: CULTURAL OUTREACH IN MINORITY COMMUNITIES

ISSUED BY: Minnesota Governor's Council on Developmental Disabilities
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Saint Paul, Minnesota 55155
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1.A: Authority and Purpose

Where the funds come from. The federal funds available under this Request for Proposal (RFP) are provided to the State of Minnesota from the Administration on Developmental Disabilities (ADD), Administration for Children and Families, United States Department of Health and Human Services, as authorized under the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act). In Minnesota, the Governor's Council on Developmental Disabilities (GCDD) uses the funds to address federal requirements by supporting several strategies. The most important strategy is the Partners in Policymaking® (Partners) program. The results that the GCDD must report annually, and that each funded project or program must achieve, are the *increased independence, productivity, self determination, integration and inclusion of people with developmental disabilities and their families in the community*.

Purpose of the funds. The purpose of the funds associated with this RFP is to prepare adults with disabilities and parents with children with developmental disabilities from racial/ethnic minority communities including immigrant groups, for the Partners program. Cultural outreach programs provide *outreach services* to minority parents; *personal support*; and a training program that offers *best practices* information and resources about available programs and services, and introduces participants to the concepts of the Partners program.

The Partners program is a competency based and value based leadership training program designed for adults with disabilities and parents of young children with developmental disabilities. This intensive eight-month program teaches leadership skills, provides best practices information in specific topic areas, and helps participants develop productive partnerships with elected officials and other policymakers.

How the funds will be used. A total of \$80,000 is available for cultural outreach in 2007. Either two awards of \$40,000 each will be made to two separate organizations that understand and can demonstrate cultural competency related to the single racial/ethnic community they serve, or a single award of \$80,000 will be made to one organization that understands and can demonstrate cultural competency related to two distinct racial/ethnic minority communities.

1.B: Due Date

Your proposal must be received at the GCDD, by mail or hand delivery, no later than 3:00 p.m. on Thursday, March 15, 2007. You must deliver ten paper copies of the complete proposal; each copy should be stapled or bound. The GCDD does not accept proposals through fax or e-mail. *Late proposals will NOT be considered for funding.*

1.C: Questions

Questions about this RFP should be directed to Mary Jo Nichols, the GCDD Grants Administrator. The deadline for questions is 12:00 noon on Thursday, February 22, 2007. Responses will be emailed to all who submitted questions about the RFP or indicated an interest in responding to the RFP. Submit questions to:

Mary Jo Nichols
Grants Administrator
Minnesota Governor's Council on Developmental Disabilities
370 Centennial Office Building
658 Cedar Street
Saint Paul, Minnesota 55155
Email: *admin.dd@state.mn.us* or
mary.jo.nichols@state.mn.us
Voice: (651) 282-2899
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Part 2: Proposal Requirements

2.A: Who Can Apply

Eligibility. Proposals can be submitted by any public organization or by any private non-profit organization that has 501(c)3 tax-exempt status from the Internal Revenue Service. Applicants must include a document confirming their status.

The GCDD is seeking proposals from culturally competent organizations that are recognized and utilized as a resource by a specific racial/ethnic minority community, or immigrant population within a racial/ethnic community. Organizations should have an ongoing relationship with leaders and/or elders within that community, understand the impact of, and interactive relationship between, culture and disability, and have a commitment to developing leaders within that community.

2.B: Project Length

This RFP covers up to a five year period. Funds are available and can be awarded for a one-year period only. Whether or not the grant is renewed depends on the availability of federal funds, and also upon the satisfactory performance of the organization in completing its responsibilities.

2.C: Cultural Competence

The DD Act recognizes that people with developmental disabilities are capable individuals, with unique strengths and abilities, and the right to be supported and encouraged in reaching their personal life goals. The concept of cultural competence was first added to the DD Act in 1994.

The DD Act defines cultural competence as services, supports, or other assistance that are provided to individuals in a way that is responsive to their beliefs, interpersonal styles, language, and behaviors – in a way that is most likely to ensure their maximum participation in available programs and services.

If an organization submits a proposal to serve two distinct racial/ethnic minority communities that may include immigrant populations, it is required to document cultural competence for each community that the organization intends to serve.

2.D: Leadership Need

Leadership development and cultural outreach programs have been financially supported and delivered by the GCDD since 1986. These leadership training programs provide a path from problems to opportunities for all individuals regardless of age, disability or cultural background. The GCDD believes that leadership skills can be taught. The Partners program is the most significant leadership program provided by the GCDD.

The development of local leadership among adults and parents of children with developmental disabilities from racial/ethnic minority communities is extremely important to creating inclusive, multicultural communities. Their absence is due to the lack of effort to invite their presence, ask about their concerns, or address their needs. Many have not been given an opportunity to contribute productively to their communities, or invited and encouraged to participate in training programs that will provide the knowledge, teach the skills and help them develop partnerships with elected officials and other policymakers to influence public policy changes.

A quality proposal will be, first and most importantly, based on the principles and values of the Partners program which can be found in the **Partners in Policymaking Coordinator's Handbook** and is available online at <http://www.partnersinpolicymaking.com/classroomcoordinators>.

How a particular culture might impact those principles and values should be described, including how information should be presented and skills taught in order to be easily acquired. The particular needs of the culture of program participants should be addressed.

This training program should also develop and strengthen the ability of parents of children with developmental disabilities from culturally diverse backgrounds to serve as leaders on critical disability issues in their own communities. Applicants should propose a training program that is educational, teaches leadership skills and best practices, affirms and builds upon personal strengths, develops interpersonal skills, and provides personal support to participants. Although this may be the only training program in which some participants are ever engaged, it is expected that participants will be prepared for more extensive training through the Partners program.

The most important results of the program are the *increased independence, productivity, self determination, integration and inclusion of the participants in their communities*, which we refer to as IPSII. These are the results set out in the DD Act, the federal law that directs and funds our work, and that the GCDD is accountable for achieving and reporting on an annual basis. The IPSII terms are further described in Part 5.A: Definitions from the Developmental Disabilities Assistance and Bill of Rights Act (DD Act).

2.E: Purpose and Results

This grant will provide funds to carry out a cultural outreach and leadership training program for adults with disabilities and parents with children with developmental disabilities who are also members of a racial/ethnic minority community and may include immigrant groups.

This program should develop *strong community leadership* among its participants. Leadership development involves recognizing the leadership potential that exists within each individual and providing opportunities to build upon those current skills in a supportive environment. The participation of parents, family members, and individuals with disabilities on the boards of organizations that make decisions on their behalf is critical. Their presence and active participation can improve access to basic programs, ensure that services and service delivery approaches are culturally competent, and encourage and foster respect for cultural differences..

When parents and other family members are given opportunities to educate themselves about disability issues and learn best practices in areas that include education, employment, and living, they can direct positive energy into action. The challenge of the empowering process is the development of collaborative relationships and effective communication strategies.

The creation of *productive partnerships* between individuals and families who use services and people who are in decisionmaking and policymaking positions can bring about systemic change that benefits everyone. The community will benefit because they can confidently assume leadership roles, work cooperatively with policymakers to assure that their needs and concerns are addressed, and create an environment that contributes to the growth and development of minority community leaders.

2.F Program Components

This leadership training program should include: (1) *Outreach*, (2) *personal support*, and (3) an *introduction to the concepts of community leadership* that are the foundation of *the Partners in Policymaking® program*. Leadership training that is culturally competent values diversity, understands the dynamics of difference, and adapts to diversity. A leadership training program that is grounded in these principles incorporates the attitudes, practices, beliefs, and customs of the culture of its participants.

Outreach. Experience has shown that successful, culturally competent outreach can be a major indicator of ultimate program success. The process for recruiting and selecting participants for the leadership training program must be described, as these elements are critical to assure participation at all training sessions and active involvement in the learning process throughout the training program year.

Personal Support. The program should offer an opportunity for participants to give and receive personal support as part of the training session.

Services, such as child care and transportation assistance, may be necessary for participants to assure their attendance at all sessions and relieve them of the worry of having to personally meet these needs.

Training. A quality proposal will describe a leadership training program that acknowledges and respects the cultural background of its participants. Applicants are encouraged to use and refer to Partners in Policymaking *Curriculum Highlights* (third edition) when preparing their proposals. This resource is available at <http://www.partnersinpolicymaking.com/>. The topics presented should be included within the training program at an introductory level. Other topics may be added to address areas that are of concern to this particular racial/ethnic minority community.

The success of the program depends on active and regular participation. Sessions should be held on a regular basis, such as bimonthly. A minimum of 30 hours of training must be provided. This training program should include:

1. Increased participant awareness about available services and supports, how to access appropriate services for themselves and family members, and how to recognize and improve the quality of services and supports received.

One of the most pressing issues for minority families is the availability of culturally competent family support services. This topic should be included in the training program.

2. An environment that respects the strengths and abilities of each participant, and emphasizes the importance of building personal networks.
3. Opportunities for participants to have first hand experience in practicing new skills and applying new knowledge to real life situations.
4. Encouragement for participants to recognize and develop their own personal leadership skills, helping them understand the role they can play in influencing public policy changes that respect cultural differences, and are culturally sensitive to individuals and families from diverse racial and ethnic backgrounds.

The primary focus of this training program is the development of personal skills so that participants can get the most appropriate services for themselves and their families, work effectively with policymakers, and assume leadership roles in their communities.

2.G: Required Activities

Carrying out your plan. Your proposal will describe the training program you plan to carry out, outreach and recruitment strategy, participant selection process, and evaluation. If your organization's proposal is accepted, you will be required to carry out your plan of action.

There is no one way to do this project; it could be done in any number of ways. A good plan must be practical so that you can carry it out, but it can also be imaginative, and propose doing things differently than what might be the usual or expected way.

Funds use. Your plan must call for using at least seventy-five (75) percent of the grant funds for the program. Total administrative costs, including indirect costs, must not exceed twenty-five (25) percent of the total grant. The training program itself should offer a variety of learning opportunities for participants; quality resource materials; and culturally competent presenters with experience and expertise in their respective fields, knowledge of best practices, and an understanding of the purpose of this training program and intended results.

State partnership. A successful applicant must work with GCDD staff to discuss program purpose and results, performance measures and reporting requirements, and learn and apply the Baldrige Framework and quality principles to your organization and this cultural outreach program. You also must maintain ongoing communication with GCDD staff about program progress; consult with GCDD staff regarding speaker selection, session topics, resource materials and evaluation methods.

If your proposal is accepted, the GCDD will expect you to help us by thinking about different and better ways to design, promote and deliver effective leadership development training.

Project materials. You will be expected to give the GCDD copies of all written materials you produce as part of the project, in any language or format. As this is a federally funded project, the GCDD needs your materials so they can be shared with other leadership development efforts around the nation.

Project reporting. If your proposal is accepted, you will be required to prepare and submit progress reports to the GCDD. The GCDD, in turn, is required to report to the federal government about all grant activities. You will be required to report on activity numbers. Examples might be: how many participants were recruited; how many were selected; the number of training sessions held; the number of hours of training; how many participants completed training; and how many participants applied for the Partners program. Activity numbers like these are considered “outputs.”

But you also will be expected to report on “outcomes,” which describe what difference, if any, all this activity makes in the lives of people. This is something you need to consider when writing your proposal. The next section, 2.G: Performance Measures, describes the outputs and outcomes important to the GCDD.

2.H: Performance Measures

The business of the GCDD is to provide information, education and training to build knowledge, develop skills, and change attitudes that will lead to the *increased independence, productivity, self determination, integration and inclusion (IPSII)* of people with developmental disabilities and their families in the community. The cultural outreach program funded by the GCDD is primarily intended to inform and educate these individuals from racial/ethnic minority communities about available services and how to access them, and teach beginning leadership

skills. The expectation is that, upon completion of the training program, they will not only achieve greater IPSII but also make the larger commitment to participate in the Partners program. These IPSII results are tracked across our key programs and included in an annual report to the Administration on Developmental Disabilities.

Each grant recipient is responsible for collecting data from program participants. If your proposal is accepted you must establish baseline data on the IPSII measures and have program participants evaluate themselves again on these measures midway through the training and at the end of the training program year.

Grant recipients also need to collect customer satisfaction data in a survey format created by the federal Administration on Developmental Disabilities. Examples of customer satisfaction questions are:

- I was treated with respect during the outreach and training program;
- I have more choice and control as a result of the program;
- I can do more things in the community as a result of the program;
- I am satisfied with the program;
- My life is better because of the program;
- I have a better understanding of my rights because of the program;
- I am more able to be safe and protect myself from harm because of the program.

In addition, training sessions need to be evaluated by the participants to determine:

- Were the training sessions quality sessions?
- Did you learn something new?
- Will the new information be useful to you?

Part 3: Proposal Writing Instructions

3.A: Application Cover

Complete the attached Application Cover form. This is Page 1 of your proposal. An original signature, in blue ink, is needed on one cover.

3.B: Program Summary

Prepare a one-page summary of your proposed program. This is Page 2 of your proposal.

3.C: Program Narrative

Limit the narrative portion of your proposal to no more than ten (10) pages. Use a type size that is standard (12 point) or larger. Include the following in the 10-page narrative section:

1. Describe your knowledge and experience about the beliefs, practices and customs of the community which is the focus of the cultural outreach and leadership training program you are proposing.

2. Describe your knowledge and experience in self advocacy or advocating for people with developmental disabilities and their families.
3. Describe your knowledge and experience of leadership development, leadership training, and community organizing.
4. Describe your knowledge of, and identify the alliances you have within the target minority community. Explain how these alliances may be included to enhance the quality of this leadership training program or provide assistance and support to participants so that they receive the maximum program benefits.
5. Identify the staff who will be working with the GCDD to carry out this program, their background and experience in working with minority communities and leadership training, and the role that each will play in this program.
6. Describe the cultural diversity of the board and cultural competency of the staff of your organization, and your direct experience with working with minority communities.
7. Provide documentation about the legal status of your organization (a 501(c)(3) or public organization).
8. Describe how you will recruit individuals (both adults with disabilities and parents of children with developmental disabilities) for this program: what community resources will assist with the recruitment process, how the program will be promoted in this specific minority community, and how local leaders from the community may help with your recruitment process.
9. Describe the process for selecting individuals to participate in the program.
10. Describe how you will help participants become better informed and educated, and more competent in topic areas that include the following:
 - Understanding and knowledge about service delivery systems, the county's role in delivering services (including case management), and the services and supports that are available for people with developmental disabilities and their families (including services such as waivers, family support, and respite);
 - Inclusive education: Early childhood services, special education services, the Individual Education Program (IEP), and transition services;
 - Job preparation and employment opportunities;
 - Housing and supported living opportunities;
 - Family support services.

3.D: Performance Measures

Limit this section to no more than two (2) pages.

1. Describe how you will determine, and measure, how participants will be better informed and educated, and more competent in topics including: the service delivery system, inclusive education, employment, housing, and family supports.
2. Explain how you will collect customer satisfaction survey data from program participants involved in the project.
3. Describe your understanding of IPSII: increased independence, productivity, self determination, integration and inclusion. Describe how it will be identified and any increase measured.

3.E: Budget and Budget Justification

Limit this section to no more than four (4) pages. Complete a proposed Budget according to the line item categories on the Budget Form. The Budget Justification explains the costs that you allocate under each major line item. Both the Budget AND the Budget Justification must be included in your proposal.

Your budget must include a twenty-five (25) percent local match UNLESS the program will be carried out in a designated poverty area. If the program is carried out in a designated poverty area, a ten (10) percent local match is required. Contact the GCDD grants administrator for information about how to determine if the area in which your proposed program will be carried out is designated as a poverty area or if you have any questions. Also contact the GCDD grants administrator if you have any questions about what funds can be used for the local match. GCDD funds are federal funds. If you are using dollars to meet your local match requirement, in whole or in part, those local dollars *cannot* also be federal funds.

Please prepare your Budget Justification using the following guidelines:

1. The Budget Form includes GCDD funds and local match for the entire program period. Enter the total amount that you expect to expend in GCDD funds and local match that will be provided under each expense category (major line items noted in bold on the Budget Form);
2. Include a separate Budget Justification narrative to fully explain and justify each expense category. Include the following information for each expense category:
 - a. **PERSONNEL:** Include salaries and wages. Identify the staff who will be working on this program and the hours each will devote to the program. Provide a breakdown of fringe benefits – health insurance, FICA, other insurance/benefits.

- b. **RENT:** Rent should be part of the local match. Rent includes utilities, building/maintenance costs if paid (note separately and the amount), and the percent allocated to this program.
- c. **TRAVEL:** Include local mileage, parking costs, and bus fare. If staff are reimbursed on a per mile basis, include the reimbursement rate that has been approved by your organization.

If out-of-town travel is necessary, explain the purpose for this travel, destination, length of stay, food and lodging allowances, any other transportation costs, and staff who will be traveling.

Include the same information for participants but do not identify individual participants. All local transportation costs should be included under this expense category.

NOTE: The reimbursement rate for participants **MUST** be the same as the reimbursement rate for staff.

- d. **SUPPLIES:** Enter the total cost for all consumable supplies; note the cost for specific types of supplies such as those listed under this expense category.
- e. **COMMUNICATIONS:** Include telephone/fax, Internet and email services that are necessary to carry out this program. Postage and other mailing costs should be noted separately.

Copying costs are costs associated with duplicating or reproducing existing materials; printing costs would be the costs of producing a new product/publication. Converting print materials into other formats such as audiotape or large print, or translating materials, e.g. Braille, should be included in this expense category.

- f. **OTHER:** Indirect costs and audit costs should be included under this expense category. If indirect costs are being expensed, please note your organization's indirect cost rate and what is included in that rate.

Interpreter or facilitator costs may be necessary to assure effective communication with participants. Other accommodations that may be necessary for participants with disabilities, such as large print for individuals with visual impairments, must also be considered and included in the budget.

Include the costs of personal assistance services or facilitator services that may be necessary so individuals with disabilities can fully participate in the program. Grant funds should be the payer of last resort.

Identify the individuals and their respective organizations who will be asked to present on a certain topic area(s), and the total cost (or estimated cost). If a consultant/speaker's name is not yet available, indicate the topic area and a reasonable estimate of the cost allocated.

All proposed costs must be reasonable to carry out a quality program and achieve the intended program results.

3.F: Letters of Support

Include three letters of support or recommendation that are directly related to: your knowledge and experience of the beliefs, practices and customs of the racial/ethnic minority community you proposed to serve, and your knowledge and experience in working with people with developmental disabilities; your knowledge and experience in developing and delivering culturally competent self advocacy and leadership training.

Please note that the letters must be included as part of your application. Letters that are sent directly to the GCDD, or arrive outside of the completed application, will not be accepted.

Part 4: Proposal Review and Evaluation Process

4.A: Grant Review Committee

The GCDD's Grant Review Committee (Committee) reviews proposals sent in response to this RFP. Committee members will make a funding recommendation to the full GCDD. Staff of the GCDD reviews proposals for completeness only.

Please note that proposals must contain all required sections, fit within the maximum page limitations as specified, and have ten copies submitted, with an original signature in blue ink on the Application Cover of one copy. Incomplete proposals will be withdrawn from further consideration and not reviewed by the Committee.

Each proposal is reviewed and rated by members of the Committee according to the Evaluation Criteria included in this RFP. Scores and comments/feedback are discussed by Committee members. An applicant's past performance may also be reviewed by the Committee if the applicant has received previous grants from the GCDD. Following the review process, a recommendation is made to the full GCDD.

The GCDD retains the right to reject all proposals.

As noted earlier, continuation funding is based upon the availability of federal funds, the performance of the contractor, and the reauthorization of the DD Act.

4.B: Evaluation Criteria

The Grant Review Committee uses the following Evaluation Criteria when rating proposals. In addition to providing scores for each item, Committee members may write comments such as

strengths or weaknesses, concerns or clarifications on their rating sheets. (The number in parentheses after each item is the maximum number of possible points for that item.)

Organizational capacity:

- Knowledge and experience about the beliefs, practices and customs in the community that is the focus of the proposal. (5)
- Knowledge and experience in self advocacy or advocating for people with developmental disabilities and their families. (5)
- Knowledge and experience of culturally competent leadership training and development. (5)
- Known alliances that are culturally competent and may help with recruitment and program participant support. (5)
- Background and leadership training experience of culturally competent staff working with the community that is the focus of the proposal (5)
- Cultural diversity of applicant organization and direct experience working with minority communities. (5)

Work plan:

- Description of outreach efforts, including how culturally competent community resources will be used to help with recruitment. (5)
- Description of the participant selection process. (10)
- Description of personal support assistance to participants and its relationship to training. (5)
- Description of training delivery processes to assure active participation and graduation. (10)

Performance measurement:

- Determination that participants will be better informed and educated, and more competent in topics including: the service delivery system, inclusive education, employment, housing and family supports. (10)
- Description of how training participant satisfaction survey data will be collected. (5)
- Demonstrated understanding of IPSII, and description of how it will be identified and any increase measured. (10)

Budget:

- Budget is reasonable and sufficient for work plan activities. (15)

The Committee also will confirm that the legal status of the applicant organization has been documented, and that three letters of support or recommendation were included with the application.

Part 5: Additional Information

5.A: Definitions from the Developmental Disabilities Assistance and Bill of Rights Act (DD Act)

DD Act Terms

Culturally competent.

The term “culturally competent” means services, supports or other assistance that are conducted or provided in a manner that is responsive to the beliefs, interpersonal style, attitudes, language and behaviors of individuals receiving services, and in a manner that has the greatest likelihood of ensuring maximum participation in the program.

Developmental disability.

The term “developmental disability” is defined in the DD Act as a severe, chronic disability of an individual from birth that:

1. Is attributable to a mental or physical impairment or a combination of mental and physical impairments;
2. Is manifested before the individual attains age 22;
3. Is likely to continue indefinitely;
4. Results in substantial functional limitations in three or more of the following areas of major life activity: self care, receptive and expressive language, learning, mobility, self direction, capacity for independent living, and economic self sufficiency; and
5. Reflects the individual’s need for a combination and sequence of special, interdisciplinary, or generic care services, supports or other assistance that is of lifelong or extended duration and is individually planned and coordinated; except that such term, when applied to infants and young children means individuals from birth to age five, inclusive, who have substantial developmental delay or specific congenital or acquired conditions with a high probability of resulting in developmental disabilities if services are not provided.

Unserved and underserved.

The term “unserved and underserved” includes individuals from racial and ethnic backgrounds, disadvantaged individuals, individuals with limited English proficiency, individuals from underserved geographic areas (rural or urban), and specific groups of individuals within the population of individuals with developmental disabilities, including individuals with developmental disabilities attributable to physical impairment, mental impairment, or a combination of physical and mental impairments.

DD Act Outcomes (IPSII)

Independence refers to

- The extent to which individuals with developmental disabilities exert control and choice over their own lives.

Productivity refers to

- Engagement in income-producing work that is measured by increased income, improved employment status, or job advancement; or
- Engagement in work that contributes to a household or community.

Self Determination refers to

- The freedom to choose how, where and with whom to live; freely created relationships; contributing to the community in a meaningful way;
- Taking responsibility for personal decisions and actions; making decisions about financial resources, needed supports, and hiring/evaluating direct care providers;
- Dignity and respect of and for people with disabilities
- Whatever it takes to remove system barriers, achieve what may seem impossible, and do no harm.

Integration and Inclusion refers to

- The use by individuals with developmental disabilities of the same community resources that are used by and available to other citizens;
- Living in homes close to community resources, with regular contact with citizens without disabilities in their communities;
- The full and active participation by individuals with developmental disabilities in the same community activities and types of employment as citizens without disabilities, and utilization of the same community resources as citizens without disabilities, living, learning, working, and enjoying life in regular contact with citizens without disabilities;
- Having friendships and relationships with individuals and families of their own choosing.

5.B: Conflict of Interest Policy

Each year, the Governor's Council on Developmental Disabilities (DD Council) makes recommendations regarding the allocation of funds for specific strategies that are directly related to the DD Council's business – information, education and training – and will result in the increased independence, productivity, integration and inclusion of people with

developmental disabilities and their families. The process of reviewing applications and making funding decisions must be as free as possible from any conflict of interest.

A conflict of interest exists when members of the DD Council participate in the process that results in recommendations related to funding of programs or projects while, at the same time, they have a direct or indirect personal or financial interest in one or more of these programs or projects. In order to avoid problems in this area, Council members who have a direct or indirect personal or financial interest in an application or proposal or an organization that submitted an application or proposal must abstain from participating in the entire process of reviewing the applications in which the DD Council member has a conflict of interest. In this context, “personal or financial interest” includes, but is not limited to, the following:

1. The Council member or a member of the family is an officer of the applicant organization, serves on a committee that governs the applicant organization, or serves on the Board of the applicant organization;
2. The Council member or a member of the family will be employed by or is a paid consultant to the applicant organization;
3. The Council member or a member of the family is receiving services from the applicant organization in any capacity if the applicant is funded;
4. The Council member or a member of the family is receiving services from the applicant organization, or will receive services from the applicant organization if the application is funded;
5. The Council member or member of the family is a party in any legal action in which the applicant organization is also a party.

Those members of the Council who have, or believe they have, a direct or indirect personal or financial interest in any of the applications being considered by the Council must abstain from participating in the entire process of reviewing the application in which the Council member has a conflict of interest and must be recorded as abstaining when votes are taken.

This policy applies to all Council staff and consultants involved in the grant process.

Approved by the Council, Dec. 14, 1988; Amended by the Council, Aug. 1, 1990; Amended by the Council, Dec. 7, 1994.

5.C: Appeal Process

All applicants are informed, in writing and at the same time, about the results of the DD Council’s proposal review process. Applicants who do not agree with the DD Council’s decision may appeal. The following steps apply to the appeal process:

1. An applicant who wishes to appeal must notify the DD Council in writing within 15 working days of the date on the letter informing the applicant about the decision;
2. The appeal letter must include the basis for the appeal. The appeal must be based on the criteria used by the Grant Review Committee to review and evaluate each proposal (see Part 4.B: Evaluation Criteria);
3. Upon receipt of the letter of appeal, the DD Council Chair will establish an Ad Hoc Appeals Committee. This committee will be comprised of the DD Council Chair, Grant Review Committee Chair, and at least one DD Council member who is not a Grant Review Committee member;
4. The Ad Hoc Appeals Committee will meet as soon as possible (in no case later than the next regular DD Council meeting) to consider the appeal;
5. The Ad Hoc Appeals Committee will review the deliberations of the Grant Review Committee and information presented by the applicant in the appeal letter. The Grant Review Committee may also request to hear from the applicant;
6. The Ad Hoc Appeals Committee review will determine if the recommendation of the Grant Review Committee appears to have been made according to the criteria contained on the Evaluation of the Proposal form. Because the appeal letter must be based on these criteria, the information presented by the applicant will also be considered at this time;
7. The Ad Hoc Appeals Committee will present its findings in writing to the applicant and the full GCDD at the next regular GCDD meeting.

5.D: Reminder Checklist

Following is the first of two checklists to help you in preparing your proposal. This first checklist is simply a reminder of some of the important information already given in this RFP.

Reminders:

- ☐ Your proposal must be received on time. If a courier service fails to deliver your proposal by the deadline, the responsibility still lies with you, and the proposal will not be considered for funding.
- ☐ Your proposal must be prepared according to the instructions in Part 3 and must include all sections.
- ☐ The proposal must be typewritten. Number every page.
- ☐ Those who write letters of support or recommendation on behalf of your proposal should be reminded that the letters must be sent to you so that you can include the letters with your application. Letters that are not included in your application will not be accepted.
- ☐ A suggestion: You are encouraged to be innovative and creative in your approach, and in developing project activities.

- ❑ A suggestion: If your proposal is clear and concise, it will be easier for the GCDD to understand what you propose. Proposals that are too wordy or full of jargon are difficult to read and it may hurt your review score.

5.E: Proposal Checklist

Following is the second of two checklists to help you in preparing your proposal. This second is a guide to make sure that you have included everything needed in your proposal.

Be sure to include:

- ❑ A completed one-page Application Cover, with the original signed in blue ink. A blank copy of the required form is included with this RFP.
- ❑ A one-page Program Summary of your proposal.
- ❑ A Program Narrative. No more than ten (10) pages describing your knowledge and experience, your proposed plan of action, and the people who will be involved in key roles in your project.
- ❑ A document (such as from the IRS) confirming your status as a public organization or as a 501(c)(3) non-profit organization. Remember, this document counts toward the seven-page limit for your Program Narrative.
- ❑ No more than two pages describing your Performance Measures, including how IPSII will be measured and how ADD customer satisfaction survey data will be collected.
- ❑ A Program Budget and the Budget Justification narrative. A blank copy of the required form is included with this RFP. Together, the budget and the budget justification should be no more than four (4) pages.
- ❑ Three letters of support or recommendation.
- ❑ Ten (10) complete copies of the entire proposal. Each copy should be stapled or bound.
- ❑ Make sure the address is correct:

Minnesota Governor's Council on Developmental Disabilities
370 Centennial Office Building
658 Cedar Street
Saint Paul, Minnesota 55155

Part 6: Required Forms

Attached are copies of the two forms required for an application: the Application Cover sheet, and the Budget Form. Both documents are one (1) page in length.

APPLICATION COVER

GOVERNOR'S COUNCIL ON DEVELOPMENTAL DISABILITIES
MINNESOTA DEPARTMENT OF ADMINISTRATION
370 CENTENNIAL OFFICE BUILDING
658 CEDAR STREET
ST. PAUL, MINNESOTA 55155
(651) 282-2899 VOICE (651) 297-7200 FAX
(800) 627-3529 Minnesota Relay Service
EMAIL: admin.dd@state.mn.us

1. Organization

Name: _____

Address: _____

Phone: (____) _____ Fax: (____) _____

Contact Person: _____

Title: _____

MN Tax ID number: _____ Federal Tax ID number: _____

2. Project title: _____

3 Budget summary:

Council share: \$ _____ %

Local match: \$ _____ %

Total cost: \$ _____ %

4. Certification:

I certify that to the best of my knowledge and belief, all information contained in this proposal is correct and complete; that, if approved, this program will be conducted according to this proposal, the requirements of the Governor's Council on Developmental Disabilities, Department of Administration, and provisions of the standards for programs funded under P.L. 106-402; and that the local match will be contributed as proposed. I also certify that the applicant organization has authorized me, as its representative, to give these assurances and submit this proposal.

Signature: _____
(original signature, in blue ink, on original copy)

Title: _____ Date: _____

BUDGET

Expense Category	COUNCIL FUNDS	LOCAL MATCH
Personnel		
Salary		
Fringe		
Rent		
Travel		
Staff		
Mileage/pkg		
Food/Lodging		
Participants		
Mileage/pkg		
Food/Lodging		
Supplies		
Office (consumables)		
Program Materials		
A/V Equipment		
Communications		
Phone/Fax		
Internet/Email		
Postage		
Copying		
Alternative Formats		
Other		
Indirect Costs/Audit		
Consultants/Speakers		
Respite/Child Care		
Personal Care Assistance		
Interpreter/Facilitator		
TOTAL		